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SCHOOL LIFE



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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR . . . Commissioner of Education, WILLIAM JOHN COOPER

VOL. XV

WASHINGTON, D. C., JUNE, 1930

No. 10

Teaching Technique and Size of Class

Report of Technique Followed with an Experimental Group of High-School Students, Over a Period of Two Years, in the Effort to Determine the Most Desirable Size of a Recitation Class, and the Part that Technique Bears to Such Determination

By WILLIAM A. WETZEL

Principal, Senior High School, Trenton, N. J.

THE history of the discussion concerning the proper size of a recitation class is an illustration of the need of a more scientific attitude toward the solution of some of the problems of secondary education.

In the first place, without the warrant of scientific evidence, it has been assumed that there is a norm of numbers beyond which it is not safe to go. This opinion is probably a relic of the old college preparatory high school, with its limited curriculum and a group of students made homogeneous by the merciless elimination of the "unfit."

In recent years we have begun to test this opinion by classroom experiment. When we found that the experiments conducted showed as good results with classes of 30 as with classes of 25, we drew a conclusion just as illogical as the first one, namely, that size of class is immaterial.

Technique Developed in the Classroom

In our pedagogical literature there is little that throws light on the technique of instruction as applied to specific classroom tasks. The reason probably is that such technique can be developed only in the classroom by experienced teachers possessed of a scientific turn of mind, and in schools in which research work of this kind is encouraged. Such situations are still rare in the field of secondary education.

Assuming teaching skill as constant, the technique peculiar to any classroom situation is conditioned by two factors, the teachability of the group and the nature of the task.

Publication of this article is sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

Nothing has thrown more sand in the bearings of high-school machinery in recent years than the increase in the range of mental abilities. At least one-fifth of the pupils now found in a metropolitan high school fall below the mental ability that would have been tolerated in a high school 20 years ago. If we grant that teachability varies directly as mental ability, then it follows that for the same task, size of class is conditioned by the mental ability of the group. There are as yet no scientific data to establish a formula, but it is a safe guess that what might be considered a group of normal size at one ability level could be quadrupled in numbers at another ability level.

Nature of Task as Determining Factor

The teaching of history furnishes an illustration of this statement. In one school which tries to adapt technique to the project at hand, the size of the history class varies from a group of 15 pupils composed of very poor readers, paying little attention to the study of a textbook but busy with the study of pictures and the making of drawings, to a group of 80 pupils, good readers, working in a history library with a task of assigned readings.

The second factor which helps to determine technique is the nature of the task itself. Here again the troubles of the modern secondary school have increased tremendously. There is no longer the uniform task of mastering a definite block of knowledge. Attitudes, appreciations, habits, and a wide range of skills have a definite place in the scheme of instruction, and to the list of classrooms are added shops, laboratories, demonstration rooms, art rooms, band rooms, and chorus rooms.

It would be difficult to show that a group working in a physics laboratory would be of the proper size for band practice, or that the class assembled for an illustrated lecture on Roman architecture should not exceed in numbers the class assembled to read Cicero's Orations.

Two things have helped recently to bring to the foreground the size of the teaching group. In the first place, the modern tendency toward a more definite organization of teaching materials, with more clearly defined objectives and standards of attainment, and with greatly improved methods of measuring outcomes by means of the objective test, makes possible a more careful equating of results obtained under different conditions. In the second place, the greatly increased cost of instruction in secondary schools forces the issue of economy. When the per capita cost of high-school instruction averages \$200 and over, high-school principals may well be expected to utilize the teaching force of the school to its utmost efficient capacity.

Teaching Technique in a Special Subject

The purpose of this article is to report the results of teaching technique as applied to a specific subject. The subject is intermediate algebra, in which the aim is chiefly to develop abilities to perform certain definite mathematical processes. These abilities can be definitely listed, and practice material can be set to determine whether any pupil has the desired power in a given case. In other words, the subject has the advantage of definiteness. Another peculiarity of the subject is that the technique must provide much opportunity for individual activity. In this subject pupils learn to do preeminently by doing.

Already we have laid down the main conditions that will limit the number of pupils who may be assigned to one teaching group. Not numbers alone, but proper organization of material and an appropriate technique of instruction are the fundamental requirements for individual work. The size of the class is relative to the technique which is followed. So the apparent paradox may occur that with a change of technique and larger classes, the amount of individual work done and individual attention received by each pupil may actually be increased.

The Mode of Procedure Followed

Under the technique in question each pupil receives a list of the abilities to be cultivated, together with page references to the text in which statements of principles, explanations of processes, and practice exercises may be found. He receives, in addition, a sample test covering the processes involved in this unit of work. There is also ready for the pupil, at the proper time, a set of cards to supplement exercises in the text.

Approximately the first third of a 60-minute period is devoted to explanations and oral work, the remainder of the time to individual work. The pupil is expected to use his textbook materials according to his outline for the first mastery of the block of work. As far as possible, he shall get his explanations from the text. One of the first things which the teacher aims to do is to teach the pupil how to study algebra, how to use the textbook, so that he may be as independent as possible of the teacher. The pupil next works his way through a set of graded cards. He is allowed only one card at a time, and is credited with each card when he reports the correct answer. The card exercises show plainly where additional help is needed.

A Test Follows the Exercises

After completing a set of cards the pupil tries the test, which, except for the numerical quantities involved, is identical with the test in his possession. If he passes the test, he is credited with the unit of work. If the pupil fails, remedial work in the form of extra cards, or possibly renewed study of the text, is done in the parts in which he failed.

In a very short time pupils distribute themselves through the course according to their abilities. Pupil assistants are soon chosen from those who are ahead of schedule. These assistants help to credit the work done on the cards and to coach slow pupils. This practice is as useful to them as it is profitable to the slower pupils.

Careful inspection by the writer, of an experimental group following this technique, during the past two years, forces the following conclusions:

Group	First rating period				Second rating period				Final examination			
	1	2	3	4	1	2	3	4	1	2	3	4
Number of pupils	55	51	64	20	55	51	64	20	55	51	64	20
Median ability	112	114	109	101	112	114	109	101	112	114	109	101
Average score	17.2	17.1	17.0	15.8	18.5	19.9	16.7	14.7	66.0	65.0	58.0	52.3

Conclusions Reached are Summarized

1. Interest is always strong. The method promotes action as efficiently as piecework in a manufacturing plant. The writer never saw an idle person in the class. The group assembled regularly at 8.30 a. m., but many pupils came voluntarily 10 or 15 minutes ahead of time to begin work, and no one ever waited for the opening bell.

2. Each pupil may work to his capacity, and most of them do. No one is kept waiting. This is made possible, of course, by the pupil assistants who help to check the cards.

3. Each pupil is always doing the thing that he needs to do.

4. Remedial teaching invariably and automatically follows every failure. If additional cards do not accomplish the result, additional coaching follows.

Careful Guidance is Required

5. The teacher is always in the background. The class seems to be running itself, but it is evident, of course, that the program requires first of all thorough organization and preparation of teaching materials; and secondly, daily checking of results outside of the classroom by the teacher so that, at the beginning of the hour, he will know what individual pupils should do. Some will be ready for a test. The test must be ready for them. Some will continue work on the cards. The cards must be at hand. Some will need individual coaching. The coaches must be assigned. All these plans the teacher must have in mind when the class assembles.

Composition of the Experimental Class

At the time this experiment was initiated, there were the following groups in intermediate algebra.

Group A, 55 pupils with a median ability¹ of 112, taught in one class by teacher No. 1; Group B, 51 pupils with a median ability of 114, taught in two classes by teacher No. 2; Group C, 64 pupils with a median ability of 109, taught in two classes by teacher No. 3; Group D, 20 pupils with a median ability of 101, taught in one group by teacher No. 1. Teachers Nos. 2 and 3 followed the usual classroom method, including blackboard and seat work.

Work of all the groups was carefully checked every six weeks throughout the semester. Objective tests including both

¹ Reading ability—a local index.

theory and practice, exercises, and problems were given. Scores are shown in the table.

An analysis of results shows that the large group easily held its own with the other groups. No fine distinctions can be drawn, as we had no measure of the teaching skill of each teacher. The main facts are that the teacher with the large group used exactly the same technique which he had followed in small groups for a number of years; that the results which he obtained in the large group were commensurate with the ability of the group, judging by results in the other groups; that the pupils of the large group, according to the standards of the school, had a good working knowledge of intermediate algebra on a college preparatory basis. In brief, that the technique which he had followed in smaller groups could safely be extended to larger groups.

As a result of this experiment three other teachers in the mathematics department are now preparing cards that will follow the same technique.

Method, of course, will never take the place of individual teaching skill. Whatever the method may be, results obtained by different teachers under the same conditions probably will always be different. Some methods require greater skill than others. There is nothing complicated about the technique outlined in this paper.

Success Demands Energy and Skill

It is the judgment of the writer that an ordinary teacher can teach a class of 40 pupils as effectively by following this technique as she can teach a class of 25 by following the usual method, and that a skillful teacher can get satisfactory results with a class of no fewer than 50 pupils.

The purpose of this article is not to encourage a wholesale increase in size of classes in secondary schools, but rather to call attention to the need of working out a technique peculiar to the task at hand, and then of determining experimentally the number of pupils that can well be taught in one group by following this technique.



School baths in Baltimore, under the direction of the public bath commission, are an important feature of the school health program. The service is under the immediate supervision of matrons and bath attendants, and soap and towels are supplied free.

County Library Service of the Julius Rosenwald Fund

Aid to at Least Two Demonstration County Libraries in Each Southern State Contemplated by Fund. Titles to School Libraries Under Consideration by Committee. Counties Must Provide Suitable Housing for Libraries Among Stipulations for Aid

By JACKSON E. TOWNE

Librarian and Director of the Library School, George Peabody College for Teachers, Nashville, Tenn.; Consultant in Library Service to the Fund

THE JULIUS ROSENWALD FUND contemplates aiding at least two demonstration county libraries in each Southern State. The county library program of the fund was inaugurated last spring, and, at this writing, only five county libraries in these States are receiving aid. One of the stipulations for aid is that service, "to all elements of the population shall be equal, but adapted to the needs of each element." Book service to rural schools is thus included, but the fund has not undertaken to dictate in any detailed way the manner in which such service shall be worked out by individual county librarians. County libraries receiving aid from the fund have developed rural school service in accordance with the limitations and opportunities of local conditions. Thus we have a variety of types of service, and are as yet unable to define general principles which appear best for southern county librarians to follow regarding book service to rural schools.

Libraries Aspiring to Early Accreditation

Southern rural high schools are faced with specific library standards adopted by the Association of Colleges and Secondary Schools of the Southern States. Membership in this association, involving accreditation, is by no means complete on the part of rural high schools; but the majority of such schools, incapable of achieving immediate membership, are striving to meet essential standards as soon as possible.

High-school library standards for the South were adopted, and, at the recent annual meeting of the Southern Association in Lexington, Ky., it was found necessary to extend the time limit in which they must be met. The standards relate to equipment, books, educational and professional training of librarians, appropriations, courses in use of the library, and reorganization of the library.

The standards are to go into effect in the fall of 1930. Schools not meeting the standards by the fall of 1930 will be warned. In the fall of 1931 those schools not fully meeting the standards will have a star placed by their names in the State lists, and a footnote in each State list will

explain that schools marked with a star do not meet library standards. In the fall of 1932 those schools not meeting the standards *completely* will again have their names starred, and a footnote in each State list will explain that this is the final notice for meeting library standards in full. In the fall of 1933 all schools not fully meeting standards shall be dropped from the accredited list of the Southern Association.

No Hardship to Librarians Intended

This action of the Southern Association is in no way intended to work a hardship on those successful school librarians now in the service (December, 1929) who do not have the necessary educational background and training. The association, however, reserves the right in such cases to require additional courses in library science, if the position is to be held.

In the 1928 proceedings of the Southern Association, there is a record of a resolution for a committee to determine, among other matters: "Whether or not, in those counties in which there is library service, the title to the school library must be held by the school itself, rather than the county library, provided the collection of books placed in the school is permanent and

In the five county libraries receiving aid from the Rosenwald Fund, school service has been developed in accordance with the limitations or possibilities of local conditions. Sources of local funds have varied, and should be considered in each case before any particular type of service being rendered is described.

The general stipulations of the Rosenwald Fund regarding aid to county libraries have been: (1) That the library serve adequately all the people of the county—rural and urban, negro and white. By "adequate" is meant that the total budget for service, including the Rosenwald help, shall be at least equal to 50 cents per capita of the total population of the county; that the service to all elements of the population shall be equal but adapted to the needs of each element; (2) that all public-library facilities of the county shall be coordinated under one head, who shall be a trained librarian; (3) that money appropriated by the Rosenwald Fund and money matched by the fund shall be used entirely for service—which is interpreted to include books, salaries, general maintenance, and book trucks, but not buildings, grounds, or equipment other than book trucks; and (4) that the county shall provide suitable housing for the library.



Billingsville school and pupils

selected from the association's approved lists, upon recommendation from school authorities."

I am informed that at the recent Lexington (Ky.) meeting the above matter was "left open for investigation."

The usual scale of matching has been \$1 from the fund for \$1 from local sources, for each of the first two years; \$1 from the fund for \$2 from local sources for the third and fourth years; \$1 from the fund to match \$4 from local sources for the fifth year.



Billingsville children read public library books

The following five counties or parishes (Louisiana) have been granted appropriations from the fund, and, stimulated thereby, have been able to carry through successful campaigns for local support:

County	County seat	State	Appropriation from fund
Webster (Parish)	Minden	Louisiana	\$40,000
Davidson	Lexington	North Carolina	20,000
Mecklenburg	Charlotte	do	80,000
Hamilton	Chattanooga	Tennessee	80,000
Knox	Knoxville	do	20,000

Sums contributed locally for the first annual payments from the fund and sources of money are as follows for the five counties:

Webster Parish (La.) Library.—Webster Parish police jury, \$2,500; city of Minden, \$2,000; city of Springhill, \$500; Webster Parish school board, \$3,000; total sum matched, \$8,000; maximum sum to be matched, \$10,000; less required amount, \$2,000.

Davidson County (N. C.) Library.—Prior to agreement, \$7,429.25; county commissioners, \$1,000; city council, \$400; public subscription, \$1,564.51; total, \$10,393.76; less basic sum of \$5,000, \$5,393.76. Sum to be matched, \$5,000; over required amount, \$393.76.

Mecklenburg County (N. C.) Library.—County board of commissioners, \$8,800; county board of education, \$14,200; city council, \$23,000; total, \$46,000; less previous total budget of \$26,000, \$20,000. Sum to be matched, \$20,000.

Hamilton County (Tenn.) Library.—City \$3,000; county, \$6,700; Hamilton County Board of Education, \$10,245; department of education, city commissioner, \$2,100; department of education's allotment of time of librarian, \$258.75; total, \$22,303.75. Sum to be matched, \$20,000; over required amount, \$2,303.75.

Knox County (Tenn.) Library.—Knox County court, \$2,500; city of Knoxville, \$2,500; total, \$5,000; sum to be matched, \$5,000.

In November, 1929, a request was sent out to each of the Rosenwald County libraries for a 1-page report on service to rural schools. Information was sought on the number, types, and enrollments of schools; sizes and sources of book collections; supervision of libraries; extent to which schools are meeting State and Southern Association library standards; circulation figures; and relations with main libraries and branches.

Reports from each county library are given herewith. The difficulty of collecting uniform data on the points asked will be seen as soon as any two of these reports have been perused. It must be borne in mind that the libraries in Webster Parish, La., and Davidson County, N. C., are small, while the libraries in Mecklenburg, Hamilton, and Knox Counties are each centered in long-established public library systems located in Charlotte, N. C.; Chattanooga, Tenn.; and Knoxville, Tenn., respectively, each a large county seat.

Increased Comprehension of Reading Reported

Webster Parish (La.) Library.—Population of the parish is 30,000, of which

approximately 50 per cent is negro. The school system is highly centralized under the county unit plan of administration. Fifty-four per cent of the children are transported by busses to the 10 white schools. The number of negro schools has been reduced by consolidation from 85 to 35—the majority of negro schools being in Rosenwald buildings. The enrollment in the white schools is 4,284; in the negro schools, 3,313 (1928-29 data).

Branch Libraries Located in School Buildings

All branches (10 white and 2 negro) of the county library are located in school buildings. The main library is in a store building at Minden, the county seat. Service to both schools and communities is given from the same collections by the teacher-librarians, with hours of service arranged for students' convenience, either before school or during school recreation periods.

From October 11, 1929, to November 25, 1929, circulation of 1,860 books among the 10 white schools was 7,756; circulation of 237 books among the two negro schools was 307.

Sources of book collections circulated by the county library, and numbers of books from each source are: Louisiana Library Commission—indefinite loan, 1,657; call loan, 456; Rosenwald collections in the schools, 300; purchase, 753. Other sources in which the number of books is not given are gifts and books in school collections not yet recorded.

The parish librarian has general supervision of library service for schools. Four teacher-librarians have had library summer school training. There is a special supervisor for negro work. A negro illiteracy program is to be mapped out under the direction of the county library. In less than two months of county library service, the schools report an increased comprehension in reading.

Average Circulation Jumps From 91 to 387

Davidson County (N. C.) Library.—The Davidson County Library began service to schools in September, 1929, with a book collection of fewer than 5,000 volumes. These 5,000 books had to serve not only the schools but also a branch library and a number of stations.

The first school to which service was extended was Wallburg. This school was selected for two reasons: First, the school was so remote from the main library that the pupils could not avail themselves of its privileges; second, Wallburg had the good fortune to have a memorial library building equipped with steel stacks, tables, and chairs. The county librarian, by placing a collection of 160 volumes in the memorial library and giving some

instruction in the care of books and keeping of records, was able to give time to the big task of getting more books ready for other schools.

As soon as several hundred books could be put through the necessary processes they were taken to the schools of the county most remote from the main library. Distance, community stations, and the small library staff were taken into consideration in arranging the schedule for visits. Starting at Wallburg on September 26, the librarian was able to complete the whole circuit of schools (15 in number) by December 9, 1929.

Wallburg is the only school that takes care of its own book circulation.

The total number of pupils registered in the schools is 5,835, of which 1,647 borrow books directly from the truck. This, of course, does not include the young readers who use the collections left with the teachers. At this writing the average circulation for each school is between 160 and 170. But when a school will jump from 91 the first visit to 387 the third visit, we feel certain the average at the end of the year will be far ahead of 160 or 170.

Graded Course of Instruction in Use of Library

Mecklenburg County (N. C.) Library.—The Charlotte Public Library conducts a graded course of instruction in the use of libraries from the fourth grade through the high school in 10 of the Mecklenburg County schools. All high-school seniors are brought to the main library for a final lesson in the use and care of books and the library.

There are 18 schools in the county, in 10 of which a librarian serves one day each week. There are 10,907 volumes in the libraries of the schools, all of which are classified and catalogued. The school enrollment is 6,921.

Hamilton County (Tenn.) Library.—In every rural high school of Hamilton County, except Central High School, which functions as a school library only, there is a branch of the Chattanooga Public Library which has a permanent book stock, supplying both school and community.

The library supplies books and pays part of the salaries of the teacher-librarians for their services to the communities. According to a recent contract with the Hamilton County Board of Education, the Chattanooga Public Library and the board of education will share equally the cost of library equipment.

The Hamilton County Board of Education pays one-fourth of the teacher-librarians' salaries in the high schools requiring part-time services and all of the salaries of librarians in the high schools which serve the schools only.

The State and Southern Association library standards are being met and will

be perfected at the end of the 5-year development program recently undertaken by the Chattanooga Public Library with the aid of the Rosenwald Fund. The same privileges are granted to library branches as exist in the main library.

Central High School, which has a branch library exclusively for school use, has an enrollment of 1,509, and has 4,111 volumes in its library.

Books Loaned to County Elementary Schools

In addition to permanent branches in the rural high schools, loans are made to all county elementary schools both white and negro from a rolling book stock. The white schools are served from the Chattanooga Public Library and the negroes from the Howard branch library for negroes. Last October seven negro schools (four of which were 1-teacher schools) were receiving county library service. The total scholastic population for the seven schools was 345 and the book circulation 187.

Through the county extension department of the Chattanooga Public Library, 39 elementary schools were served during the past year from a book stock of 3,054 volumes. The loans were made to teachers who served as voluntary librarians. A total book issue of 59,760 was attained last year.

The county circulation, exclusive of Chattanooga, totaled 241,314 volumes—approximately 40 per cent of the entire circulation. The county has 6,121 registered borrowers, a book stock of 25,916, and, with the aid of the Rosenwald Fund, the county court, and the Hamilton County Board of Education, a good reference collection of books will be in

each of the schools in Hamilton County at the end of the 5-year development program which has just been undertaken by the Chattanooga Public Library.

Knox County (Tenn.) Library.—The appropriation of the Rosenwald Fund in the early summer of 1929 marked the beginning of library service to Knox County, outside the city of Knoxville, Tenn. Previous to that time a small appropriation from the county court provided only for opening the doors of the city library to county residents.

In conclusion, mention should be made of a recently issued "High-school library list," prepared by officials of the Rosenwald Fund, in the hope that it will serve the present needs of the average 4-year negro high school or county training school. The list has been submitted to and approved by the southern State departments of education, including several State high-school supervisors and State librarians.

Policy of Library Control Not Determined

The use of the school library as a public library branch for service to adults is of course open to serious question. The trend to-day is definitely away from the control of the city high-school library by the public library. A "Policy committee" has been appointed by the president of the Southeastern Library Association, and a number of recommendations for the guidance of southern librarians and for three of the educational foundations aiding library development in the South are of special significance in relation to rural-school service from county libraries as aided by the Julius Rosenwald Fund.



The Signal Mountain Library is a "used" library

Detroit's School System Aims to Enroll 100 Per Cent of Its School Population

Conclusion of an Article Describing Provisions Set Up in the Detroit Public-School System for the Education of the Handicapped

By KATHERINE M. COOK

Chief, Division of Special Problems, Office of Education

OF THE 17,599 children in special classes in the Detroit city school system, in September, 1928, approximately 32 per cent were enrolled in the special classes for mentally retarded, classified as special A and B, and special preparatory groups. Five thousand six hundred and fifty-five children are enrolled; there is a teaching staff of 159, an assistant supervisor immediately in charge of instructional methods, and regular principals in general charge of the schools in which classes are maintained. There are, in addition, two follow-up and placement supervisors for the special B groups, one for boys and one for girls; and the director in general charge of the department.

Classification of Mental Deviates

In general, the mentally retarded are classified into two large groups: Special A classes, for children under 13 years of age; and special B classes, for children over 13. No child is entered in a special A class whose mental age is less than 5 years. The grading is approximately that of the first four grades. Custodial classes are maintained at three centers for children of mental ages under 5. Special B classes are for definitely retarded children above 13 years of age who can not profit by ordinary school instruction. Academic work is closely related to industrial and trade training. Pupils from special A classes are sent to special B classes when they become 13 years of age. Children from regular grades above the age of 13, who are below 10 years mentally and three or more years retarded in school work, are entered in these classes also. In the special B groups boys and

girls are segregated. For them the city maintains 8 separate schools and additional classes in selected elementary school centers. Luncheons are served in the separate schools free, or at a very nominal cost. The maximum class size in both groups is 25.

With the establishment of special B classes it was found that the boys and girls could not well be handled in the same groups, largely because of disciplinary problems, nor could one teacher handle both academic and industrial training adapted to the special needs and the ability of the children. This discovery led to segregation on the sex basis, and to the establishment of the eight separate schools, to which reference has been made. In the separate centers the curriculum offers cooking, sewing, and laundry work for girls; for boys it offers increasingly diversified training in industrial work, including, beside the fundamental academic work, household mechanics, auto-mechanics, lathe work, mechanical drawing, rough carpentry, and book repair.

Follow-Up and Placement of Pupils

Both curricula and methods are carefully adapted to the ability of the children, and a system of follow-up and placement according to intelligence and ability is systematically and sympathetically worked out. Guidance is both educational and vocational. Children from the special classes are sometimes entered in night school for the completion of the upper grades after they have been placed in occupations, or they are assisted to enter trade or part-time schools when their ability warrants. In certain cases chil-

dren are transferred from special classes into public or private boarding or training schools for mentally handicapped. Cumulative individual record cards are kept in the offices of the special education department and used in connection with the follow-up work. The supervisor visits the place of employment to advise with the employer as well as with the employee concerning his success. Individuals report at stated intervals, and guidance is continuous after the work offered in the special course is completed until the candidate is well on the way to social and economic independence.

Special Classes for Other Types of Deviates

The special preparatory classes are designed for children who are not up to grade achievement for reasons other than mental deficiency. These classes enroll a maximum of 25 pupils, either boys or girls. The policy is against mixed classes. Transfers into these classes are issued only to pupils who have been given group intelligence or Binet tests by the psychological clinic, who are mentally over 10 years of age. Regular courses of study are followed, but simplified to meet the needs of pupils. In general, it is expected that they are to be returned without great delay to the regular classes. In June, 1929, membership in special preparatory classes was 374, enrolled in 16 elementary school centers.

In addition to these special classes, the system maintains ungraded classes. These are for chronic truants, conduct or behavior cases of boys over 12 years of age, and other maladjusted children who can not be cared for efficiently in the usual school. Correction of antisocial conduct is emphasized. Health and vocational education receive special consideration. Enrollment is through the clearing rooms or by direct reference to the psychological clinic. Three hundred and eighty-nine children in six elementary schools and one special school are enrolled in ungraded rooms and classes.

Schools and Classes for the Physically Handicapped

Among the most interesting of the provisions for special education in Detroit is that for crippled children. There are



One of seven open-air schools in Detroit

two separate schools for the education of the crippled, each with an enrollment of above 250, special centers in six elementary schools, in the convalescent home and hospitals, and itinerant teachers for those who are unable to leave home. Seven hundred and thirteen children are enrolled in the classes and schools for crippled children, 35 teachers and principals are engaged in the work, and a supervising principal is in charge. One of the special schools, a 2-story building provided with a large roof playground, rest room, inclined planes, and an elevator facilitating ease of moving from one floor to another, was built in 1919. The other, a commodious and attractive 1-story building, was completed in the fall of 1929. This building represents the most recent research relative to the care and training of crippled children. It is of the hollow-square type, and contains in addition to the usual classrooms, auditorium, dining room, etc., a clinical unit, including helio and physiotherapy rooms, a plaster and X-ray room, rooms for doctors and nurses, a dental clinic, and an infirmary.

Open-Air Play Spaces for Children

On three sides of the building classrooms open upon wide terraces, providing open-air, play, and recreation places for children who use wheel chairs particularly. Windows are so placed and constructed as to furnish facilities similar to those in most open-air rooms. Corridors are particularly wide to permit free passage of wheel chairs and of children using crutches and other appliances; and there are full-length mirrors at either end of each corridor. These are provided in the hope of improving the posture and locomotion of the children. All children arrive and depart in busses, and attendants are provided to assist the badly crippled as necessity demands.

Children are admitted to the schools for crippled following examination and recom-



Through music deaf children develop a sense of rhythm that assists in acquiring speech

mendation by an orthopedic surgeon appointed by the board of health. Any crippled child who needs the facilities of a special school is eligible. Children not under the care of a private physician receive the necessary physical treatment at the school under the direction of school physicians. Not only special apparatus, but personnel for physical training, corrective gymnasium work, and various forms of physiotherapy, are provided in addition to the academic and industrial training. The school follows the courses of study followed in the regular elementary schools. The children may, therefore, if physically able, return to these schools at any time without loss so far as progress in academic work is concerned. Children who finish the grades and wish to attend high school may do so. At least one technical high school is provided with elevators large enough to accommodate wheel chairs. Transportation is provided in the same way—sometimes in the same vehicles—as to the special elementary schools.

The Detroit system maintains, also, a separate school for the deaf and for those

with seriously defective hearing. It is said to be the second largest school of its kind in the United States, its enrollment being exceeded only by a similar school in New York City. Two hundred eighty-four children were enrolled during the school year 1928-29. The school is provided with a clinic in which an ear specialist examines the ears and tests the hearing to determine the degree of the handicap. A dental clinic is also maintained in the school. Classrooms for academic work are well lighted by both artificial light and daylight. This is believed particularly essential. They are planned to accommodate classes of 10 pupils each. Classes in lip reading for the hard of hearing are slightly larger, running as high as 12 to 18 pupils.

Methods of Teaching Deaf Children

Among the interesting special features of the school is an acoustic unit supplied with a grand piano, where considerable attention is given to development of the rhythmic sense. Pupils develop a keen sense of touch and rhythm which is helpful in the production and control of the voice in speech. There is also an audition room. Here the speaker, or teacher, talks into a microphone. Through individual head phones, his amplified voice reaches the children who are partially deaf. Many children formerly believed to be totally deaf are able to hear through this type of equipment.

Pupils are taught to speak, and, by watching the speaker's lips, to understand the speech of others. It is important that children enter the school for the deaf at an early age, since the voice is best trained and speech habits best formed while children are still young. Besides the special features necessary for training of the deaf and hard of hearing, pupils are taught the regular studies of the elementary school. After completing work of the eighth grade they are admitted to high school and later to college.



Crippled children enjoy group games and folk dancing

Of unusual interest, also, are the Braille and sight-saving classes. The work began in 1912, with the establishment of one class for the blind, having a membership of six children. Braille classes are now maintained in three elementary schools. The class membership is 33. The general plan is to divide the children into two groups—the younger children who have not yet learned to read and write, and the older ones who are enrolled in a study or home room where their lessons are prepared. As soon as young children have achieved necessary skill in fundamentals of the tool subjects, they enter regular classes to recite with the normally sighted children. The teacher in charge of the Braille room provides special help to blind children in the preparation of their lessons for the regular classroom work. The work is almost wholly individual and classes necessarily small. There is a class of high-school students in the Northern High School where both Braille and sight-saving pupils are accommodated.

In addition to the Braille classes, Detroit maintains sight-saving classes in 21 elementary schools, enrolling 306 children. The sight-saving classes offer educational opportunities to children with impaired vision and eliminate educational waste on the part of many children who are unable, without special attention and equipment, to make the same progress as children with normal vision. In many cases the eyes of children enrolled in these classes have improved sufficiently to enable them to return to their regular grades. During 1927-28, 24 such transfers were recommended by the supervising oculist.

School System Builds Up the Physically Unfit

Open-air schools and open-window rooms are maintained throughout the city. By means of them the anemic, undernourished, underweight, cardiopathic, and pretubercular children not only are enabled to secure their education without menace to their health, but they are actually given also the opportunity—the only opportunity for many—to build up physically as well. There are 12 special open-air schools and 38 open-window rooms in elementary school centers. Two types of buildings are used for the open-air schools—the roof and bungalow types. The roof plan is used in congested sections, and the bungalow type where there is plenty of ground space. In each open-air school there are, in addition to the regular recitation rooms, sun rooms equipped with cots and blankets, a clinic, a teachers' room, a kitchen, dining room, showers, and a play porch. Careful weight records are kept, and a physician visits the school at frequent intervals who examines the children as assigned by the nurse in charge. On recommendation of the physician the children are transferred to the regular

classrooms. Luncheon is furnished in the morning, a regular dinner at noon, and a luncheon before going home at night. The open-air schools are continued at least six weeks during the summer months. The enrollment for the year 1928-29, including anemic, pretubercular, and cardiopathic children, was 2,664. The instructional staff consists of 86 teachers, principals, and assistants. Matrons and attendants number 24.

Speech-Improvement Classes

Besides the various types of classes cited for children having physical and mental handicaps, Detroit enrolls many children in speech-improvement classes conducted in connection with regular schools. Speech defects are, as is well known, due to a number of causes—organic, mental, or social. Whatever the cause, the system makes an effort to correct it. A speech survey is made during May and June of each year. Grade teachers list any pupils who, in their estimation, are in need of speech improvement. During the survey the speech teacher gives the child a preliminary examination, classifies his defect or impediment, and makes such recommendations as he deems desirable concerning treatment.

The Detroit organization for the education of exceptional children is of interest at this time for several reasons. Primarily, of course, it is an example of achievement on the part of a large and rapidly growing city system in the increasing efforts of all school systems fully to democratize education by enrolling 100 per cent of the children, and in adapting the curricula offered to their several needs.

Trends in Organization for Special Education

In addition, it offers an illustration of certain important trends in the education of children who deviate from the normal to the extent that they are unable to avail themselves fully of the educational facilities offered to the larger average group. Among these are the tendency to unify or coordinate responsibility for the education of all types of deviates from physical, mental, or social normality; to establish scientific diagnosis, physiological, psychological, psychiatric, and educational, as a basis of assignment to the different types of education offered; and the tendency to recognize the education of handicapped children as a specialized field for which the instructional staff should have specialized as well as general training and experience, and for which corresponding salary compensation is essential.



The new library for the College of the City of New York will cost \$800,000.

Two International Expositions in Belgium

Belgium is celebrating this year the one-hundredth anniversary of its independence by holding two great international expositions: One at Anvers, devoted to maritime and colonial activities; the other at Liège, to present a synthesis of progress in the sciences and in industry. Spain, France, and Italy; Egypt, China, and Japan; Canada, Brazil, Chile, Ecuador, Peru, and Uruguay; and other countries, have accepted the invitation to participate in the exposition at Liège. Other acceptances are expected.

The Liège exposition will be arranged for a program in sciences, industry, social economy, agriculture, and music. In the field of the sciences, expositions and demonstrations will be given of the methods, instruments, kinds of research and measurement, experiments and utilized control in mathematics, physics, chemistry, and the mineral, industrial, and medical sciences.

Belgium Maintains Many Industries

Belgium, and particularly the province of Liège, is the seat of many industries. Glass works among the best in the world, steel mills of all kinds, sugar and paper mills, and chemical industries, notably those of the nitrogen derivatives, will all aid in and serve to illustrate the industrial program. Agricultural participation will take the form of a demonstration village, which will include, among other things, model shops, a sawmill, a hotel, a bakery, a drugstore, a grocery store, a communal home, and a village school. A special feature of the exposition will be an exhibition of old Walloon art.

Because of the exposition, 63 or more congresses, most of them international, will hold meetings at Liège during the year. Seventeen will be scientific and industrial congresses of importance, such as the Tenth Conference of the International Union of Pure and Applied Chemistry; the Sixth International Congress of Mines, Metallurgy, and Applied Geology; and the Congress of Secondary and Higher Agricultural Education. Ten congresses in medical sciences, 9 in social economy, and 14 in agriculture will hold their sessions at Liège.

Exposition to Continue All Summer

The exposition at Liège opened in May and will continue for six months. The Secretary General of the commission in charge is Leon Michel, with his office at 4, Place St-Lambert 4, Liège, Belgium. Monsieur Michel has issued a pamphlet giving a general description of the exposition, and a handbook descriptive of the congresses that will meet in connection with it.—James F. Abel.

Meeting of the International Congress of Mental Hygiene

By JAMES FREDERICK ROGERS, M. D.

Consultant in Hygiene, United States Office of Education

FIFTY-THREE nations accepted the invitation to participate in the first International Congress on Mental Hygiene, held in Washington in May. Many sent more than one delegate. Welcome to the congress was extended by the President of the United States, and an address was made by Hon. Ray Lyman Wilbur, Secretary of the Interior, himself a graduate physician, as well as a successful educator.

The congress grew out of the publication in 1907 of a book, "The Mind that Found Itself," by Clifford Beers. Had this book not been written there doubtless would have been such a congress, but it would have come at a much later time, and it might not have been held in the United States. Naturally, Mr. Beers, as secretary-general, was a central figure at the meeting.

Proceedings of the congress covered all fields of effort for mental health. In the school world, specially organized work in colleges was conspicuous through definite reports by a considerable number of speakers, chiefly from the United States. Dr. Arthur H. Ruggles, who developed the work at Yale, said:

This organization should be set up in the university department of health, because, primarily, it is directly a health problem; because, in the health department, there is already a natural and sympathetic approach to student problems; and because, without the cooperation of college physicians, we should be handicapped for lack of sufficient personnel to conduct the careful physical examinations that ought to precede special examination by the mental hygienist.

There is a prevalent idea that I wish to dispel, and that is that mental hygiene in college means the search for mental disease. It means nothing of the sort. If it did it would at once be open to resistance on the part of college men and women. Mental hygiene as conducted in the college means the search for increasing efficiency, and therefore increasing happiness, for the students. . . . A certain amount of emotional upset is bound to come in the college years, and in spite of our efforts will continue to come.

The speaker from Switzerland, Doctor Tramer, mentioned the personality of the advisor as playing a great part in mental hygiene work, and also that constructive possibilities in the student should always be considered.

Professor Ferrari, of Bologna, Italy, speaking of mental hygiene and the high school, said:

It is generally admitted that three extremely complex processes form the basis of the child's personality: Biological heredity, psychophysical development, and the social environment.

Science can entertain the daring hope of one day achieving the knowledge of the causes and conditions

of biological heredity in men; . . . but, for the moment, the basis of our activity is almost exclusively hypothetical. As to the laws of psychophysical development, they have become so very complicated through our knowledge of the hormones—those dynamic elements so complex and so varied, especially in their interrelations—that even when it is a question of observing and of forming judgments of the individuals whose development takes place before our eyes, and although we are familiar with the modes of action of the best-known endocrine glands, and although we presume to have learned something from the experience of having dealt with certain definitely pathological cases—still only a very small number of us, I think, on the basis of the known data of endocrinology, can cherish the hope of influencing effectively the psychophysical conditions of the mass of adolescents.

Observation of the antagonism that exists between the generations that immediately succeed each other is of long standing. It is said offhand that children love their grandparents more than they do their parents. The problem of discord between parent and child is the key to the psychology of the adolescent. Many reasons can be given to explain this. The innate tendency of the developing adolescent is oriented toward the goal of his progressive emancipation from the inevitable shackles of family life. We might even say that only thus is he able to justify his own existence in the world. Emotional and moral independence is the aspiration of almost all youth, but we may well understand how the parents, at least inactively, must nourish emotions quite antagonistic to this end.

Judging from the point of view of our psychology, it seems to me that mental hygiene can bring the greatest help to the generations that are growing up and are attending the high schools to-day, if it will take for a goal to insure that the child, arrived at adolescence and then at maturity, shall not lose but preserve, adapted to his age, the qualities that make the grace and the allurements of childhood—that is to say, originality, spontaneity, disinterested sincerity, vitality, and optimism.

If we were to succeed in keeping these qualities keenly alive in the consciousness and in the practice of young people, we would be able, I am sure, to insure in the best possible way the well-being and progress of the race. By achieving this, mental hygiene will acquit itself of one of the most important tasks of its interesting mission.

Doctor Rees, of England, said that the child can not be divided up by age or periods. The same problems appear at all stages of his development. Adolescence is, however, a good time for the remedy of difficulties, for the child looks at himself critically. Every child is a problem child. Every child is an individual, even if not an individualist. The teaching staff, especially, needs help in viewing the child from this standpoint. They are too much given to "talking down" to the child and fail to appreciate him as a personality. We need more individual teaching and more direction of the child along lines of his natural aptitudes.

Dr. Otto Rank, of France, accomplished the rare feat of giving a brilliant 10-minute criticism of his longer paper

written by himself to be printed in the report of the congress. It was refreshing in our age of overinsistence on the omnipotence of our "latest superstition" which goes by the name of "science" to hear from his lips that "a human life can not be understood scientifically." "Mental hygiene has to do with human nature, and science should recognize its limitation in dealing with this subject." As Mr. Beers, in his epoch-making book expressed it, "What the insane most need is a friend." What the sane child most needs is a friend, and not a psychologist or a psychiatrist. In fact, new neuroses may be begot by some of our sciences. We need humbleness, a larger understanding of personal experience, and an appreciation of the large part that chance plays in human existence.

From Dr. Rank's paper as it will be published we quote the final paragraph.

We must allude to a general principle of cognition, which recently has become of great importance in the whole field of mental science, and in psychology in particular. This is the concept that a real understanding is to be attained only through a valuation of the total situation and not through observations of isolated phenomena, however correct they may be. This principle, however, does not hold for practical action, which is more likely to be successful when one restricts oneself to a detail. In any case we know from the history of science that discoveries of great practical value have been made on the basis of inadequate theories. However that may be, in the handling of people, especially in education, comprehension of the total situation—in so far as it is possible for us to-day—will undoubtedly further understanding, but it will necessarily inhibit the action of the educator. This again should only emphasize the fundamental difference between the ideal of knowledge and that of practical life, and warn us against applying a principle from one of these spheres to the other.

We can apply psychology and psychological insight directly only to ourselves; this is difficult enough, but it may become indirectly effective in our social life with others, and in our relations to our nearest. But what we want to do, especially with our children, is to apply our psychology directly to them instead of to ourselves. This fault of projection is inherent in education, for in its striving to establish one uniform type it aims at immortality through the preservation of that type, but at the same time the educator involuntarily and unconsciously brings about an increasing individualization and idealization in the direction of his personal interests. So education will always remain training of the will—i. e., restriction of the individual in favor of the group, with its unchanging purposes and its changing ideals, irrespective of what community ideology is at the moment in power, or what the rationalization of this educational task may be—whether religious as it once was, or psychological as it is to-day.

The need for education of all teachers along broad lines of mental hygiene—toward making them understanding and sympathetic friends of the individual student at all stages of his career, from kindergarten to graduate school, was suggested, if not formally mentioned, by many speakers; and a speaker from England (where nervous and mental difficulties abound more in teachers than they do with us) mentioned the need, for a better knowledge, by teachers, for the sake of their own welfare, of conditions affecting mental health.

SCHOOL LIFE

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JUNE, 1930

Education for Leisure

THE spirit of the age in which we live is preeminently scientific and the attention of scholars is naturally focused on the physical world. We have had epoch-making discoveries, undreamed of by our forefathers, and our knowledge of the universe and its laws has been immeasurably enhanced. All this being true, it is but natural that cultural and humanistic studies should be, to a considerable extent, neglected for scientific pursuits, which to the average mind are so much more productive of material results. It has been said that the reason for the rather mediocre output of belles-lettres, of art and the drama in this age of ours is due to the fact that the brightest intellects are turning to the field of science, where the greatest rewards may be obtained and the greatest fame achieved.

In a period like the present, which is dominated by machinery and efficiency systems, man is in danger of losing his appreciation of the finer things of the spirit. But with the increase of automatic machinery and labor-saving devices more leisure has come to the masses.

William Green, president of the American Federation of Labor, in the *Magazine for Business*, says: "More leisure now becomes possible through our extraordinary technical progress. Power and power-operated tools have enormously reduced the time and labor necessary to supply the world's demands. Wage earners have seen the vision of how technical skill can create large possibilities of life for all. Organized wage earners who seek to order their lives to conform to their ideals have set as their new goal the 5-day week. Two days for themselves mean leisure coming into the lives of those who make things for the world's use. This is the dawn of a new era—leisure for all! Leisure has so long been the special privilege of a few that the mere stating of the purpose discloses the change involved.

"The coming of leisure to the masses has paralleled new educational undertakings—

the adult education movement and worker's education. These developments fit in with technical changes that revolutionize industrial work. Machinery is replacing craft skill; and mechanical power, physical power."

The awakening of creative imagination and aesthetic appreciation through cultural pursuits and studies would do much to uplift humanity from the sordid and commonplace. Those who now find pleasure in colored comics, jazz, and trashy stories would turn to the great masters of art and literature for mental pabulum.

In an age of science, when so many discoveries flash into being with bewildering rapidity, when materialism makes boast of its conquests, it is well for the thoughtful soul to draw aside occasionally to some quieter domain, where the roar of the "world loom" is not so evident, and there ponder upon the deeper implications of life, upon the things of the spirit. We are all so obsessed with "secondary causes," with the phenomenal, that we are apt to overlook or ignore altogether the noumenal or the reality that underlies the world of appearances.



English Educator Visits Office of Education

The Right Hon. Lord Eustace Percy, member of Parliament from Hastings, has recently spent some time in the United States. On April 14, Lord Percy called upon Commissioner Wm. John Cooper and other members of the staff of the Office of Education.

Lord Percy is president of the Board of Education of Great Britain, and in this capacity is greatly interested in American school organization, especially as affecting the education of the early adolescent. The junior high school and the continuation school as institutions providing for such education occupied his special attention at this time.

Education in the United States is very fortunate to have had visits in immediate succession from Sir Michael Sadler and Lord Eustace Percy, both of whom are prominently directive of English education.



Education Exhibit Wins Gold Medal

The Secretary of the Interior has been informed by the jury of awards of the International Exhibit at Seville, Spain, that the United States Department of the Interior has been awarded a grand prize, and the Office of Education a gold medal. Presentation of awards will be made dur-

ing the closing ceremonies of the exposition, June 21, 1930, approximately one year after the exposition was officially opened by the King of Spain.

The exhibit of the Office of Education was planned to present a picture of major educational developments in this country and of the services rendered by the Office of Education. As the amount of space was necessarily limited, educational developments in this country so extensive, and the services of the Office of Education so varied, selection of exhibit material was limited by the specific objectives of the exposition, making it difficult in many instances to select and to prepare units that would clearly illustrate the most significant developments in a given field. Among the items exhibited were samples of the handiwork of school children, model of a school building, and publications of the Office of Education.

Education in the United States of America, a bulletin printed in Spanish and in English, was the coordinating feature of the exhibit. This bulletin contained a statement of the functions of the Office of Education; of the National Government in education; and of the philosophy, organization, and characteristic features of education in this country. The bulletin was prepared by the Office of Education primarily for distribution among educational authorities and others particularly interested in education.

A center of attraction was an exhibit of the Froebel School, of Gary, Ind. Three unique colored enlargements of pictures of this school were loaned to the Office of Education for exhibit purposes. A large and beautiful painting of a cross-section view of the building showing interior, internal design, equipment, and arrangements for curricular and extra-curricular activities, was displayed with a professionally made model of this same building and its grounds. The model, constructed by a Government worker and requiring approximately 3 months for completion, showed in excellent detail not only the architecture of the building, but the landscape, school gardens, animal houses, wading pool for young children, tennis and volley courts, recreational facilities for small children, and an athletic field for older boys and girls. An interesting feature of the recreational and athletic activities portrayed by the miniature models made by children was the great American game of baseball.

Probably the most human touch in the exhibit was a contribution of the handiwork of American school children. An effort was made to select appropriate subjects connected with current events, to illustrate outstanding features of American life. Miniature models of the

"Spirit of St. Louis," and of boats used for commercial purposes on the Great Lakes, for example, illustrated regular projects of manual arts classes in the junior high schools of that region. This unit included, also, a display of handiwork made as class projects in home economics and other fields.

An attractive feature was the display of colored enlargements illustrating outstanding examples of best educational practices. They had been collected from coast to coast by specialists in different phases of education, and were enlarged and beautifully colored by artists in the Department of the Interior. They presented curricular and extracurricular educational practices, school buildings, and school equipment, ranging from the kindergarten to the university. One group of pictures exemplified some of the best practices in health, safety, rural, adult, and vocational education. Aviation pictures taken by the Department of War of the campuses of the Massachusetts Institute of Technology and of the University of Washington were among the unique exhibits. An effort was made to select for this portion of the exhibit material that would blend into a rather complete picture of American education.

A large number of departments and independent commissions of the Federal Government participated in the International Exposition. Among some of the outstanding exhibits were models of the Grand Canyon; of Sequoia and Yosemite National Parks; an irrigated farm in the West; and a panorama of Salt River Valley, Arizona; as well as cases containing collections of geological specimens; and additional enlarged and colored photographs and transparencies depicting natural and developmental scenes in the West.—*John O. Malott.*

Tenth Annual Conference of the Progressive Education Association

The tenth annual conference of the Progressive Education Association was held in Washington, D. C., on April 3-5, 1930, with an attendance of more than 1,500 delegates. Dr. Frank W. Ballou, superintendent of schools, Washington, D. C., made the address of welcome. The program of the conference was built upon the theme "Education and the larger life."

At the opening meeting, Robert F. Lynd, coauthor of *Middletown*, spoke on "Education and some realities of American life." Among these "realities" Mr. Lynd finds our world full of activity. But it is an activity concerned more with

changing our material tools for living than with changing our thinking. "We live," he said, "in a rapidly changing age—an age that breeds problems faster than we can solve them." To help solve controversial problems, Mr. Lynd challenged the Progressive Education Association to adopt a growing program of research.

Eduard C. Lindeman, of the New York School for Social Work, spoke on the "Creative nature in the youth of to-day." He particularly emphasized the need for more reflective thinking.

The various group conferences were largely attended. Among the subjects discussed were "The function of drill," "The education of the progressive teacher," "College entrance and the secondary school," "Should a mental hygienist be connected with the staff of every school?" "The junior college," "Democracy depends on education: how are the schools meeting the situation?" The discussion leaders were Margaret Voorhees, Dr. W. Carson Ryan, jr., Wilfred Aikin, Dr. Esther L. Richards, Katherine Taylor, Florence Bamburgh, George Boas, and Francis M. Froelicher.

At the banquet held at the Willard Hotel, on the evening of April 4, Dr. Ray Lyman Wilbur, Secretary of the Interior, spoke on "The educational mill," in which he urged the Progressive Education Association to work for institutions that will "develop individuals rather than averages." He said, in part:

"In the main our educational procedures are to develop certain uniformities, many of them necessary if we are to live satisfactorily together as social beings. It is disturbing to realize that we are all created with unequal capacities although we may have equal rights. We can level this out somewhat by training, but we can progress only by advancing the strongest to the limit since they must pack much of the burden of the weak and the unfit, as well as provide the general leadership. How to vary our school program so as to provide for the individual is our stiffest problem. It is so easy with good administration and funds to devise an educational mill which may grind off the most valuable outstanding attributes of youth. Sorting along less rigid lines than those provided by set curricula is needed. We need order, but not too much. There must be scope for freedom and free action between pupil and teacher. The human unit at its best defies standardization."

Other speakers at the banquet were Dr. Hamilton Holt, president of Rollins College, Winter Park, Fla., and George A. Coe, formerly of Columbia University, author of *What Is Wrong with Youth?*—*Mary Dabney Davis.*

School Administrators' Training School and Conference

On April 28 more than 600 school-board members, superintendents, and other school officers from all over the South met at George Peabody College for Teachers, Nashville, Tenn., for a week's conference on educational problems. Four main problems were taken up: (1) Personnel and relationship, (2) school housing, (3) school finance, (4) equipment and supplies.

The faculty was composed of a number of men from other institutions and from the regular faculty of the college. Among visiting men on the program were: Dr. Wm. John Cooper, United States Commissioner of Education; Dr. P. P. Claxton, former Commissioner of Education; Dr. J. H. Newlon, director of Lincoln school, Columbia University; several specialists from the United States Office of Education and from the National Education Association; and a number of State, county, and city school superintendents.

South Africa has Bureau of Education

A National Bureau of Education has been recently established in connection with the Union Department of Education of the Union of South Africa. According to official announcement received by the Commissioner of Education, the bureau, in its organization and work, will follow to some extent the plan of the United States Office of Education, the Office of Special Enquiries and Reports in London, and Das Zentral-institut für Erziehung und Unterricht in Berlin.

Its function will be the collection, evaluation, and dissemination of "information concerning educational needs and actual progress in various directions (surveys)." It plans to deal with "educational questions on broad lines from a South African point of view, making available the experience gained in other countries, and indicating in what manner and to what extent such experience may be beneficially applied to conditions in the Union of South Africa." The new bureau will carry out "independent inquiries and encourage scientific research amongst members of the teaching profession and amongst others interested in the social sciences generally"; and it will publish "available information and the results of enquiries and investigations in periodical reports (bulletins), and in an *Educational Review*," which it is expected will be published periodically. Work of the South African bureau will include the initiation of a system of educational statistics on a national basis.

Recent Psychological Experiments in Sao Paulo, Brazil

Abstract of Talk on Recent Psychological Experiments at Sao Paulo, Brazil, Delivered in Washington, D. C., Under the Auspices of the Pan American Union

By NOEMY SILVEIRA

Assistant in the Psychological Laboratory, Sao Paulo

BRAZIL is just beginning to understand the new philosophy of education created by the new psychology. Rio de Janeiro, Minas Geraes, Pernambuco, and Bahia are now trying to reorganize their schools, and their teachers first, in order to disseminate what we call the "new education." The Brazilian delegation is here to study with you the new education which allows you to form men required by the new era. We are here to learn. Rich in good suggestions, this trip to the States means more than deeper relations between Brazil and your country. It gives us a reliable conception of another consequence of the new philosophy—no boundaries; humanity first.

Work of Psychological Laboratory, Normal School, Sao Paulo

Sao Paulo is the first city of Brazil after Rio de Janeiro. It is from the normal school that teachers graduate. Our work is experimental. The psychological laboratory of the Normal School of Sao Paulo works with the purpose of meeting the demand of the new philosophy of education. Five years ago Prof. Lourenço Filho, one of the most brilliant Brazilian educators, began the revision of the Binet-Simon scale. His is the brain that creates; we are the hands that execute the suggestions. We hope that during 1930 we shall be able to end this first South American revision in order that we may do the special work this scale allows. During the past year and a half we have made 2,454 experiments in this line, and besides this hard work other work is going on.

Scale Needed to Determine Mental Maturity

The problem of illiteracy is a grave one to us. It would be of tremendous utility to make a scale of tests which would determine the maturity necessary to reading and writing. Then we could give preference to the entrance in schools only of children able to receive this learning. Even to know what responsibility each teacher of the first grade has, according to the human material received, this scale would be useful. Prof. Lourenço Filho therefore organized this scale to meet these demands. It is formed by 10 tests and was applied to 848 children from 4 to 11 years of age. We are making at present the frequency curves and statistics.

Study of the acquisition of habit is another long task over which Prof. Lourenço Filho spent two years, at first studying the learning of typewriting, and the tapping test afterwards. The results show first a phase of rapid progress, then a phase of great oscillation, oscillations every time becoming less and less, until they reach a platô (plateau).

Testing Imagination of Children

Before coming to this country I had just finished the testing of child imagination by spots of ink. One collection of 10 different spots was presented to the child (from 4 to 15 years of age), for a minute each. The results are most interesting. We found among 948 children a great rapidity of response among the younger ones, greater inhibition above 11 years (we used Arsonval's chronoscope). Why? We have not yet made the interpretation of the results. They are so complex that sometimes the complexity made us afraid of a misinterpretation. We intend to continue our work for a long time in order to avoid misinterpretations.

Research in Determining Child Instincts

We began in our elementary school a large questionnaire about the evolution of child instincts: Fear, collection, imitation, and fighting. We have, at present, 6,084 answers. We are continuing our work, and we are not in a hurry to finish it. Some people from different parts of Brazil, interested in this research work, are helping us, and we hope to have valuable material for a further study like the one made by Bovet in Geneva.

The collection of child drawings in our laboratory is rich and interesting. From every part of the country we are receiving material. Perhaps it will enable us to do reliable research work to determine whether the mental age is disclosed by a child's work in drawing.

Your Army test is half translated. Prof. Lourenço Filho intends to publish a Brazilian revision of the test. But I assure you that in some places our Army has begun its application.

Tests by Otis, Pintner, Thorndike, Piéron, Toulouse, León Walter, are applied in our laboratory as experiments. but the few persons we have there do not allow us to do larger work.

With the help of teachers in our model school—Miss Meirelles Reis, teacher of the kindergarten; Barros Ferreira, Freire, Teixeira, of the model schools—we are doing the standardization of some achievement tests according to some work of Dr. Paulo Maranhão, of Rio de Janeiro, and some original work of our own.

Applied Psychology

Some time ago vocational guidance began to interest us so much that we could not avoid doing something in this line. In Brazil very little work, if any, has been done in vocational guidance. I suppose it was rather professional selection than vocational guidance.

In order to awaken people to the fact that children are not able to choose a profession, as even parents are not, we have a large questionnaire in our laboratory, according to Bernay's and Sorer's technique: (1) What do you want to be when you are grown up? (2) Why? The results, I think, are rich in suggestions, showing that we have not yet a professional mentality, and that vocational guidance is one of the gravest problems of our present time.

The Work of an American Teacher in Brazil

A month ago the first penmanship scale of Brazil was published by Alfred Anderson, an American teacher, dean of the commercial course of Mackenzie College, Sao Paulo. I am glad to bring the news to you, as I am sure you will be pleased to hear it.



Softening the Arm of the Law

Policewomen, as officials of the newly established bureau of crime prevention in New York City, visit as many as possible of the city's dance halls, cafés, neighborhood moving pictures, and other resorts between 6 p. m. and midnight. Though these visits are not considered raids, their instructions are to keep watch over the boys and girls who are in places considered unsuitable to their age. Those found in such places or on the street alone at night are questioned, and if necessary their parents are interviewed. The purpose is to safeguard unprotected children, not to censure or threaten them; and the aim is not punishment, but the stifling of tendencies that cause young people to drift into crime.

City officials, at the same time, are making an effort to change the attitude of the general public as well as of the youngsters toward the "cop," from a feeling of antagonism to friendliness; and, at the same time, to promote in policemen and other officials of the law a feeling of responsibility for the welfare of the young. Another function of the bureau is the finding of jobs for boys, and to this end cooperation of employers has been requested.

How Home Economics Improves Home Life

Story of a Public School in Richard City, Tenn., Supported Jointly by a Private Industry and Public Taxes, Whose One Purpose is to Build up a Better Community Through Cooperation of Teachers, Parents, and "Plant." Worth-While Results are Obtained in School and Community

By ROBERT N. CHENAULT
Director, Richard Hardy Memorial School

RICHARD CITY is a typical, small, industrial community. The surrounding territory and the town comprise a special school district whose population is approximately 2,000. The leading product is Portland cement. About two-thirds of the school patrons are employees of the cement company; the remainder work on farms, in factories in near-by towns, in stores, or at odd jobs. Homes have four or five rooms, are of frame or stucco material, and about half are company owned. The majority are equipped with light, water, and bath. Workers in part of the cement plant change at the end of each month from one 8-hour shift to another, while the others have a 10-hour day. A few of the mothers work in the hosiery mill in a near-by town. These conditions materially affect the home life of the community.

As a memorial to its 72 employees who served in the World War, the Richard Hardy Memorial School building was erected in 1926 by the Dixie Portland Cement Co. (later merged with the Penn-Dixie Corporation). The corporation owns the building which cost \$243,000, and annually contributes about 60 per cent of the cost of operation of the school. The remainder of the funds come from city and county taxes. Since the death in 1927 of Richard Hardy, president of the cement company, whose vision and interest in the employees of his company were responsible for the building, the school has borne his name.

The present organization includes an elementary school, from kindergarten through the sixth grade, and a junior high school comprising grades 7 to 10, inclusive. A large gymnasium; a beautiful auditorium seating over 600 people; a library of 4,000 volumes; departments of health, physical training, home economics, in-

dustrial arts; and the very best of school equipment, indicate the unusual possibilities for service which the school affords.

Schools Should Promote Higher Living

The primary purpose of the school is to build a better community. Instead of employing a social worker or bringing in other outside agencies, we have sought to put into this school what we felt ought to be developed in the community life—to make teaching in the school so vital and effective to students that it will carry over into the homes and raise the standard of physical, moral, intellectual, and spiritual life. Doctor Briggs' statement

training, home care of the sick, nutrition, the household budget, home furnishings, and the economics of buying, contribute directly to worthy home membership. It contributes to vocational efficiency, since, according to statistics, 85 per cent of the women in the United States marry. In teaching the selection, as well as the preparation of foods, hygienic requirements of clothing, home management, and in cooperating with other teachers in developing health habits among all children of the school, it makes a most effective contribution to health. In preparation of oral and written reports, library reference work, etc., the fundamental processes are practiced. The civic, moral, and social values of the subject are evident. All

these are interrelated and overlap, yet none is neglected in an effective home economics program.

The initial step in working out our program was the development of a curriculum based on the activities, needs, and interests of pupils. The teacher found from a survey that a great number of the girls in Richard City are actually doing such things as preparing and serving meals,

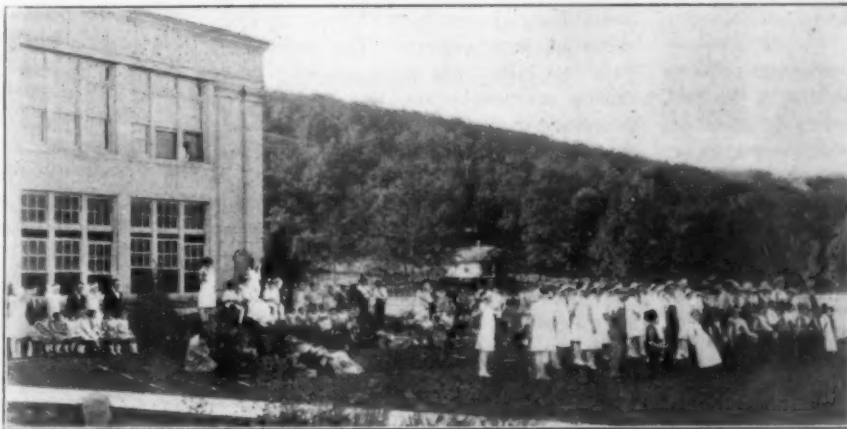
marketing, laundering, caring for children, caring for the house and yard, selecting, buying, and caring for clothes, etc. The check list showed that 88 different activities of this nature are carried on by a majority of the girls. A similar study of home-making activities in an adjoining county revealed such different activities that evidently the curriculum to be effective must meet the peculiar needs of each community. This study, showing what were the interests and needs of Richard City girls, compared with one which listed things their mothers thought they should do, formed the basis of the curriculum.

Activities were grouped under the following topics: Foods, health and related activities; clothing, personal appearance and related work; the house and its management.

of the function of the school seems to us most appropriate, "To teach the boys and girls to do better the desirable things they will do anyway; and to reveal higher activities, to make them seem desirable and to an extent possible."

The seven cardinal principles of education furnish an excellent chart. They indicate the needs of American life which the schools should attempt to meet. They justify, in our particular situation, the emphasis upon our physical education program, industrial arts—particularly home mechanics—extension of the use of our library, and other deviations from usual school practice.

Home economics, in our opinion, is the most important part of the program. More than any other subject it helps to meet all the seven objectives. The study of family relationships, of child care and



Health pageant staged on front lawn of Richard Hardy Memorial School

From an address delivered at the First Regional Conference on Home Economics, called by the United States Commissioner of Education, at the University of Cincinnati, March, 1930.



Weight charts and monthly reports to parents aid in health programs

Each is taught on the concentric plan in short connected units, one leading up to the next. Home economics is required of seventh, eighth, and ninth grades, and elected by tenth grade girls, according to a regular schedule.

Some may think this program requires too much of the pupils' time. We feel, however, that the schedule is justified, since the courses include science, hygiene, family and community relationships, etc., which are frequently taught elsewhere in separate courses.

Two kinds of related home work are vital parts of our program, home practices and home projects. In this manner the gap between laboratory and home is bridged, and sympathetic interest of parents has been added to other incentives for good workmanship and home citizenship.

Development of Units in Foods and Health

In 1926 our school physician gave a thorough examination to every school child and records were made of all significant findings. Charts were kept in each room showing changes in the monthly weights of each pupil, and weights were also recorded on report cards sent to parents each month. It was found that many children were underweight, and immediately it was recognized that here was a field in which the home-economics program should function, since improved nutrition practices were needed in the homes. In 1926-27 the home-economics teacher gave one period each week to nutrition study in grades five and six. Posters, charts, stories, etc., with other devices, were used to increase student participation, and to furnish an apperceptive basis for

home-economics courses which follow in junior high school.

The teacher of this department has been in her present position for four years, a significant factor in the development of the program. The work this year has been built on discoveries made during previous years, and through the cooperation of all teachers has been tied up definitely with every grade in school.

Diet Demonstration Benefits Entire Community

Seven girls in the tenth grade had just completed the National Red Cross nutrition course, and received their certificates from headquarters. With this knowledge of the value of properly selected foods, a diet demonstration, using white rats for experimental purposes, proved a most effective teaching device. Cages were carried to the different rooms at health periods, and they were carried later to the plant, where the girls explained the project to the men, thus broadening the community interest. A parent-teacher association meeting, attended by a large number of fathers and mothers, gave the teacher an opportunity to show the rats and to discuss food selection with an interested group.

Such occasions as school exhibit days and the community fair are used to advantage in stimulating community interest and improvement. Display of work of the girls is always a center of attraction, and demonstrations furnished by the sewing machine company have proved interesting and helpful to mothers.

Our teachers report that they have noticed decided improvement in the appearance of the children—cleaner clothing and bodies, better kept hair, and better practice of health habits in general. They

bring more eggs, fruit, and raw vegetables in their lunches. In health discussions teachers find that more milk is used at home. In one room of 40 pupils, 18 pupils reported that they had whole-grain cereals at home; and 12 stated that, after these foods had been served in their room at school, their mothers for the first time had served potatoes baked in the skins.

The librarian reports that girls in the advanced home-economics classes constantly use the abundant reference materials provided, magazines, etc.; and, by use of the library, are practically independent in solving their problems. Statistics show that our home-economics books, though used only by the girls, rank next to fiction—above history and literature—in average monthly circulation. There has been also an increase in the number of books used by women of the community on subjects related to home problems.

Absence from school due to illness has decreased this year; and the community has been practically free from epidemics.

In statistics from health reports we find more objective evidence. Of 304 pupils examined in 1927-28, 219 were attending school in 1928-29. Among these 219 pupils 131 defects were reported, such as teeth, adenoids, bad tonsils, etc. The same 219 pupils showed only 68 defects the next year. In this result the "summer round up" conducted by the parent-teacher association was an important factor. Weights of 259 pupils, taken in September, 1928, and in May, 1929, are compared below:

	7 per cent or more under-weight	2 to 7 per cent under-weight	Up to average
September, 1928.....	78	84	97
May, 1929.....	66	77	120

There is little doubt that this improvement is a direct result of the health program.

Tenth-grade girls were recently asked to tell some things they had learned to do in home economics, and some of the replies were: "To take care of children better"; "To prepare foods for the sick"; "To make my own clothes"; "What kinds of foods children should eat"; "To plan meals for a month at a time"; "To buy my own clothing and groceries"; "Causes, and how to prevent nutritional diseases"; "Meaning of a family budget"; "Have a part in community affairs."

The girls are developing some very desirable qualities that could hardly be measured by objective tests, and I confess that three statements, particularly, gave me a real thrill, as I read the papers: "Learned to carry home what I learned, and share with my family and neighbors";

"Try to help neighbors solve home-economics problems"; "Learned to make the family happy."

From statements made by men at the mill, and in personal interviews with fathers and mothers, we get our most heartening comments.

Fathers say: "I notice such an improvement in my daughter's helpfulness"; "She has learned better ways of preparing and serving food."

Mothers say: "The school work has done wonders for her. She is more helpful; her ideals are higher." "I never go in the kitchen on Sunday, I get a real rest; she serves as good a meal for the family or company as I could." "She is making all the clothes for the younger children." "She keeps her own clothes and room; sees so much more to do at home." "I have learned from her to plan meals ahead, better ways of mending, etc."

Objective Tests Prove Value of Work

Our home-economics girls are happy in their work. They are learning to appreciate the finer things in their relations with family and friends. Enjoyment is the basis of appreciation, and this is an emotional rather than an intellectual reaction. In our judgment no phase of a school program which fails to take this into account measures up to its responsibility.

We use all standard tests that are available, and in every class our girls measure above the norms. This indicates that intellectual achievements are satisfactory. We feel that, though objective measuring standards can not gauge growth in worthwhile attitudes, ideals, and helpful service, the program is getting results in the improvement of home life. Whatever success has been achieved thus far, we believe is largely due to these factors:

Laboratory equipment as good as that supplied for any science study in the curriculum. An adequate supply of library books, magazines, and other reference material. Use of every opportunity to tie up interests of school and community in the work of this department. Enthusiastic and whole-hearted cooperation of the entire faculty, especially of elementary teachers. But the most important factor, the key to worth-while teaching, is the teacher. A teacher trained, capable, with professional vision, who stimulates and inspires boys and girls with enthusiastic interest in the contributions they can bring about now in their homes, and in ideals for their future homes, will help pupils to "coordinate character, idealism, knowledge, and talents; and increase in spiritual power, wisdom, and capacity for cooperative service."

The school can raise the level of home and community life.

Washington Pilgrimage of North Carolina Evening School Pupils

By Mrs. J. M. DAY

Supervisor Evening Schools, Buncombe County, N. C.

FOR more than 10 years a program of adult elementary education has been conducted in Asheville and in Buncombe County, N. C., under the direction of Mrs. Elizabeth C. Morriss, as part of the regular school system. During that time more than 6,000 men and women have been mastering the "three R's" in our evening schools.

These new learnings are functioning in the lives of the adult pupils themselves and of their children. Higher standards of living are stressed, and community and travel projects are part of the regular curriculum.

The first travel project carried the pupils from their mountain homes on a tour of public buildings and places of interest in Asheville. As guests of the mayor and other officials, they were made to realize that these buildings and this Government is theirs.

Community Feels National Impulse

Next a visit was made to Raleigh, the State capital. Here, through the courtesy of the governor and other State educational and club officials, the adult pupils were made to feel their close relationship to their State government, and were inspired with a desire to know more of the State and of the Nation. So immediately after their return from Raleigh, "On to Washington in 1930" became the slogan of evening school pupils and workers.

Classroom activities were organized around the "Washington pilgrimage" idea, and work in the three R's became more vitally interesting as the project progressed. Making a budget and figuring how to save the money required for the trip was one of the first steps taken. Bankers were called upon to give talks on thrift and advice on saving. Bank accounts were opened by the would-be pilgrims, and a rigid program of economy was practiced by each pupil.

Enlisting Others in the Pilgrimage Scheme

Scrapbooks were made containing pictures and descriptions of the many wonders they hoped to see. Letters were written by pupils to chambers of commerce and to railroad and bus companies for information. All answers to the letters were brought to class and read with eagerness. A man who had never written a letter before, remarked, "I guess they could read my letter for they answered it right off."

Cards bearing a short greeting and pupils' names and addresses were sent to prospective pilgrims in other counties. These were answered and more correspondence followed. In the meantime, evening schools in High Point and Salisbury were also working on the Washington pilgrimage project.

On April 15, 1930, the pilgrims from these three North Carolina counties, to-



Some of the pupils and visitors. They called their bus "The Joy Buggy"

gether with eight from scattered counties, joined forces and formed a large caravan of 18 big busses which carried them happily on their way through historic Virginia to Washington.

A booklet to be presented to President Hoover was completed on the journey, and the pupils signed their names during the brief pauses for gasoline, meals, etc. John Helms was a new pupil who could write his name, but had not learned to write his address. It was proposed that he should learn this immediately. After a long lesson and much practice, he wrote it proudly without help.

The Trip Visualizes American History

History became real to the group as they passed over some of Virginia's Civil War battle grounds, and saw places of which they had heard but had never expected to see. As they drew near Washington, there were many exclamations of joy, and others were too overwhelmed for adequate expression.

Sightseeing in Washington was even more wonderful than they had anticipated. They quickly recognized the public buildings about which they had been studying. Some carried notebooks and pencils to jot down things they wished to remember, to share with friends and family back home. As one man remarked, "It will take a whole lifetime to tell my wife and children all about it."

Just which occasion seemed most important varied with different groups, men and women, young and old. Undoubtedly the visit to the White House was the outstanding event for the entire party. The President received them in his private office, and greeted each one. They presented to him and to Mrs. Hoover suits of homespun, woven by hand in Buncombe County. Owing to a sprained back, Mrs. Hoover was unable to come downstairs, but she insisted that the whole group come upstairs to her private living room. There, reclining on her couch, she greeted them most graciously. Touched and thrilled by her reception of them in spite of her injury, the pupils have remembered every word she said.



Oldest pupil on trip and official conductor

White House Doors Open to Pilgrims

This genuine interest manifested by President and Mrs. Hoover made the American Government more real and vital to these men and women. The pilgrims went from the White House to the Capitol and, aided by the North Carolina Senators and Representatives, saw more of the governmental activities than many people see in a lifetime.

One of the high lights of the pilgrimage was a long-anticipated visit to Mr. L. R. Alderman, chief of the service division of the United States Office of Education, which includes within its scope adult education. Through his visits to their schools, Mr. Alderman had made warm friends of all the pupils, and had been looking forward to seeing them in Washington.

On the evening of April 17, in the auditorium of the Interior Building, the students gave a short play illustrating methods used in their evening schools. Members of the audience expressed surprise at the dignity and grace with which

these older students acted their parts. The whole audience was impressed by the genuineness of the adult education work done in North Carolina.

The president of the General Federation of Women's Clubs, Mrs. John F. Sippel, had visited the schools, and seen the pupils at work in their schools. Nearly two years before she had told the pupils that when they came to Washington she wanted them to have lunch at federation headquarters. She kept faith with them, and one of the happiest of their memories is the time spent with her and the friends whom she had invited to meet them at luncheon. Her gracious entertainment, and their warm response, will carry the whole group of adult beginners straight to the hearts and imaginations of club women everywhere.

At Arlington the pilgrims paused, and with uncovered heads sang "Higher Ground," the official evening school song, offered a prayer for world peace and, while they sang "America," placed a wreath of North Carolina galax, pine cones, and laurel on the Tomb of the Unknown Soldier as a tribute to their country's heroes. Departing, one pilgrim was heard to whisper, "We are standing on holy ground."

The Climax of the Pilgrimage

The boat trip to Mount Vernon was a novel and most enjoyable experience to these men and women from the hills. They loved the home of George Washington, and one woman declared, "It must be the prettiest home in all the world." After leaving Mount Vernon they returned to the big busses for the homeward journey.

To this group of adults, the long-looked-for and finally-realized pilgrimage to Washington had been the happiest experience of their lives. To the educational officials and interested friends, it had been a demonstration that, while learning "the three R's," the pupils were enabling themselves to function more nearly to the limit of their capacities, and acquire higher standards of living to pass on to their children.



The pilgrims, officials, and friends who welcomed them to Washington were received at the White House

Teacher Unemployment in Indiana

During the school year 1929-30, only 863 teachers in Indiana were without positions, according to an estimate recently made by the department of public instruction of the State. The figures, based on reports covering 60 per cent of the population of Indiana, indicate that 4 superintendents, 24 principals, 232 high school teachers, and 603 elementary teachers were unemployed. Included in the elementary group were 150 rural teachers. Persons holding valid teaching certificates, but not teaching in the State, were considered employed if they were teaching outside the State, taking further training for teaching, or employed in work other than teaching. Married women, also, were excluded from the unemployed classification.

In commenting on this situation, the Indiana school authorities point out that the total number of teachers needed in the State in 1928-29 was approximately 15,500 elementary, and 8,000 secondary. They also call attention to the fact that, under the present system of certifying teachers in only those subjects or grades for which they are trained, it is more difficult for teachers to find employment than under a blanket system of certification.

A feature of the report is the classification of unemployed secondary teachers by the subjects in which they are qualified. Nine teacher-training institutions reported in this manner on their 1929 graduates. Of the unemployed teachers, 118 were qualified in English, 57 in social studies, and 60 in science or mathematics. No teachers qualified in Spanish or German were reported as unemployed on March 1, 1930, although 12 Latin teachers were so reported. Three commerce teachers, and 1 industrial arts teacher were unemployed, as were 17 home-economics teachers.

That these figures total more than the total number of unemployed secondary teachers may be explained in part by the fact that some teachers qualify in more than one subject in the hope of increasing their chance of obtaining employment.

While this surplus of teachers is not considered serious by the Indiana authorities, it is believed that it is slowly being reduced. Reports from teacher-training institutions indicate that the number of persons preparing for teaching is decreasing from year to year.

A comparison of the teacher surplus in Indiana with the situation in other States would be interesting, but absence of reliable and recent figures makes this impossible. Newspaper reports and unofficial

New American Library Recently Inaugurated in France

It Was Eminently Fitting that the United States, Which is More and More Taking its Place as a Center of Scientific Research, Should Honor the Memory and Work of Such an Outstanding Early Scientist as Louis Pasteur

By JOHN Q. WOOD

American Consul, Strasbourg

THE formal opening of the American Library, connected with the University of Strasbourg, took place in November, 1929.

From June to October, 1923, an exposition was held at the university to commemorate the one hundredth anniversary of the birthday of Louis Pasteur, who had been a professor of chemistry at the institution from 1848 to 1854.

First Suggestion for an American Memorial Library

At a meeting one evening, at which several Americans were present, Monsieur S. Charléty, then rector of the university, now rector of the University of Paris, suggested the desirability of establishing an American library for the University of Strasbourg. The idea took root, and through the enthusiasm and indefatigable interest shown by Mrs. Vesta Westover Channon, who contributed the first 300 American books, a working library has been evolved. At the present time the library comprises 2,200 volumes. A unique feature is that only works of American authorship are included.

Although Mrs. Channon, who is a resident of Chicago, has the honor of

Official Report to the Secretary of State

estimates frequently indicate a surplus of teachers in one State or another, but very few official agencies have collected data on the subject. A former chief of the statistical division of the Office of Education sums it up in this fashion in Bulletin, 1929, No. 14: "A casual survey of current literature in education would indicate an oversupply of teachers. No one, however, claims that there is an oversupply of well-trained teachers."—H. G. Badger.



Income and Receipts of Higher Educational Institutions

One-half a billion dollars found its way to the college tills in 1927-28 to be expended on higher education, representing

being the founder, the American Library is a "living memorial" to the great scientist, Louis Pasteur. It is housed in rooms of the university, one part near the Salle Pasteur, the other in the Medical School, as many of the American works are on medical subjects and are highly prized by students of medicine.

An International Bond of Sympathy

The purpose of the foundation is "to cement further the bond of sympathy and interest between France and the United States of America." There is no endowment, but anyone may cooperate through contributions of books or of funds with which to purchase them.

At the formal opening 40 persons were present. The rector of the university, Monsieur Christian Pfister, and Prof. André Koszul, of the English department, in their addresses spoke of the value of such a library to the student body as well as to the professors, and emphasized the fact that it constitutes for the university a new tie with the United States.

Hope was expressed by the American consul that, through the collection of books written by American citizens, the people of France would become better acquainted with the United States, and with the ideals of the American people.

the income and receipts, excluding additions to endowment, of all colleges and universities in the United States—1,071 institutions reporting. One-fourth of this amount came from tuitions and educational fees paid by 919,381 students; 23 per cent was appropriated by State and city governments; 13 per cent—more than \$66,000,000—was given through private benefactions; 12 per cent was income from endowments; 10 per cent was gross income from board and room charges; and 12 per cent was obtained from miscellaneous sources. The United States Government contributed more than \$17,000,000, or 3.4 per cent of the total funds. In addition, \$50,144,917 was added to permanent endowment funds through private gifts.—Walter J. Greenleaf.

Kansas State Teachers College Students Survey High-School Libraries

By EDITH A. LATHROP

Assistant Specialist in School Libraries, Office of Education

BECAUSE the preliminary report of the Kansas School Code Commission made no mention of the school library situation in that State, students in library science in the Kansas State Teachers College at Emporia were stimulated to make a survey of high-school libraries in Kansas for the purpose of placing the findings at the disposal of the school code commission. The survey is reported by Loeda Kincheloe and Dorothy Geddes, seniors in the department of library science of Kansas State Teachers College in a recent issue of *Teaching*, a publication of the college.

Lack of Trained Librarians

The most important finding of the survey is that both large and small high schools are not so much lacking in books as in librarians who are trained for their work, and who have sufficient time to devote to their jobs of being librarians. Of the 55 high schools reporting, with enrollments of 200 or more, 51 employ librarians either on full time or on part time as teacher-librarians. In 37 of the 51 high schools, librarians are employed on full time, but in reality most of the librarians thus employed act in the capacity of secretaries and supervisors of study halls as well as librarians. Thirty-two of the 51 librarians and teacher-librarians have college degrees; only 17 have had library training—7 one year or more, and 10 less than one year.

Approximately 68 of the 195 high schools reporting, with enrollments of fewer than 200, employ librarians or teacher-librarians. Only 16 of the librarians in the 68 high schools are full-time librarians, and only 4 of the 16 full-time librarians have had library training.

The report by Casper C. Certain, which is a report of the committee on library organization and equipment of the National Education Association and the North Central Association of Colleges and Secondary Schools, sets the minimum number of volumes in libraries of high schools at from 6 to 10 volumes for each pupil enrolled, depending upon the size of the school. Approximately one half of all of the high schools reporting met the standards of the Certain report with respect to the number of volumes.

Fifty per cent of the high schools reporting with enrollments of 500 or more, set aside funds to be used exclusively for libraries. The percentage set aside for

this purpose by schools with enrollments between 200 and 500 is approximately 40; with enrollments from 100 to 200, 12; and with enrollments of fewer than 100, 22.

The minimum yearly amount to be expended for books and magazines should be \$1 for each pupil enrolled according to the standard established by the C. C. Certain report. The percentage of high schools in Kansas, with enrollments of more than 500, spending this amount is approximately 29; with enrollments from 200 to 500, 23; from 100 to 200, 22; and fewer than 100, 35.

Based on the findings of the survey, the students recommended to the school code commission that such legislation be enacted as will provide State supervision of school libraries, annual appropriations for the purchase of books and magazines, and library training for school librarians.

Suggestions for Revision of School Code

There should be employed either by the State department of education or by the State library commission a supervisor of school libraries, who should assist in the organization and improvement of libraries and give advice and information to all high schools seeking to establish minimum library standards.

The minimum annual appropriation for books, newspapers, magazines, and pamphlets should be \$1 for each pupil enrolled in the schools. Additional funds would be necessary to care for other expenses of high-school libraries, such as the salaries of librarians, housing, etc.

Since libraries are of little value to schools if badly administered, it is recommended that the minimum professional training for librarians be one year in a recognized library school, and for teacher-librarians one summer course at a library school.

Data Collected by Questionnaires

The data for the survey were collected by means of questionnaires sent to the various classes of high schools in Kansas. The information asked for related to such topics as education, training, salary, and duties of librarians, number of books in the libraries, shelf lists, card catalogues, checking systems, classification and instruction in the use of books, pamphlets, clippings, and magazines. The findings in Kansas high schools concerning the items just mentioned were compared with the requirements in the C. C. Certain report.

Special Courses of Study for Historic Guides

The city of Quebec has a system of examinations for candidates who wish to qualify as historic guides. The idea may be of interest to cities in the United States which are centers of historic background. Recently 42 candidates in Quebec passed their examinations and received their licenses.

A desire to attract tourists to the city and to give them a favorable impression which will cause them to return, led to the institution of the historic guides. The matter of giving tourists accurate and clear descriptions of the city and its institutions is considered important, and this result is obtained by training official guides.

Courses of study covering a period of several years include the following subjects: Oral and written French and English, history of the Château and Fort of Saint-Louis, history of the fortifications of Quebec from 1535 to 1914, history and detailed description of the Quebec bridge, industry and labor organizations in Quebec, historic monuments of Quebec, commerce and finance of Quebec, history of Parliament buildings in Quebec, historical review of French and English Governments in Quebec, description of all historic tablets, natural resources of Quebec, parks of Quebec, description of the furnishings and interiors of country homes, relations between French and English Canadians, the environs of Quebec, educational system and institutions of Quebec, history of constitutional law, the fur industry and fur-bearing animals of Quebec, relations between church and state in Quebec, public utility companies, history of Duberger's model of Quebec, Quebec's part in the great war of 1914-1918, history of the highways of the Province of Quebec, streets and public squares of the city of Quebec, economic development of Quebec, public buildings, and history of the seigneurial régime in Quebec.

This system of official licenses for guides has received favorable comment in the French press of Quebec and Montreal.—George H. Buller, American vice consul, Montreal.

Official Report to the Secretary of State.

A bureau of character education research has been established in the Connecticut State Board of Education through the cooperation of the Hartley Corporation. The bureau will continue its survey of work done in character education, which had been previously begun, and it will serve as a clearing house for character education activities in schools of the State.

Prague Summer School for 1930

Thousands of tourists travel through Prague, the capital of Czechoslovakia, during the summer, many of whom will be interested to know that a summer school will be conducted by Charles University, Prague, department of English. Arrangements for the school have been made by the British Society of Czechoslovakia and the American Educational Committee of Prague. It will be held under the patronage of the ministers of education and of foreign affairs. Two sessions will be held with identical courses: Session A—July 21-30, in Prague; session B—August 2-10, in Carlsbad.

The purpose of the courses is to give English-speaking travelers who wish to gain a clear knowledge of the actual civilization of Central Europe, an outline of the educational, religious, historical, political, economic, national, and cultural conditions and problems in Czechoslovakia and in central Europe; and their relationship to that of other European countries and to America. Lessons will be given in the Czech, German, and Russian languages; and excursions have been planned to Carlsbad, Marienbad, and other spas, and to Czech castles and towns, as well as circular tours of Prague. The excursions are optional, and involve additional expense.

Students enrolling for the summer school are granted free Czechoslovak visas, one-third reduction in railway fares within the country, participation in excursions conducted by competent officials, and special information and arrangements for rooms.—*Emanuel V. Lippert.*

Department of School Health and Physical Education, N. E. A.

At the meeting in Columbus, Ohio, June 30-July 1, of the department of school health and physical education of the National Education Association, of which Dr. James Edward Rogers, director, National Physical Education Service, is president, school health will be approached from many angles.

Subjects to be considered the first day include the need for school health education, what a school health service program should be, and physical education and safety education in the elementary school. The program for the second day has to do with the subjects of school health education, a modern public school physical education program, girls' athletics, and the session will conclude with an address by the Assistant Commissioner of Education, Miss Bess Goodykoontz, who will speak on health and physical education—a vital value in education.

The presiding officer will be Dr. Clifford L. Brownell, of Columbia University.

Brief Items of Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

Thorough Preparation Required

Bachelor of Journalism degree of Boston University is awarded after completion of a year's "internship," or a year of approved practical experience in the profession, following the usual four years of college work, together with preparation of a formal thesis upon some important phase of journalism.



Rapid Increase in Book Circulation

Book circulation of the public library of Denver is growing more rapidly than the population. As against an annual increase in population of between 2 and 3 per cent, increase in the circulation of books during 1928, according to recent announcement, was nearly 11 per cent; 1,777,860 books having been taken out that year for home reading.



Will Help Her Own People

In preparation for teaching the blind in Alaska, Melba Call, a blind native Alaskan girl, of the Bristol Bay country, who was adopted when a small child and has been educated by her American teacher, is a student in Perkins Institute, Watertown, Mass., where she is taking the Harvard course for instruction of the blind. Though the course is taught at the institute, students are required to register at Harvard University. It is designed to provide the background for teaching, and is followed by a special course on actual methods of teaching the blind.



Negro Enrollment in North Carolina

Of 246,419 negro children enrolled in public elementary schools of North Carolina, 95,842, or 38.9 per cent, are in the first grade, according to recent statement of the State superintendent of public instruction. Enrollment in the second grade is 35,212 (14.3 per cent); in the third grade, 31,559 (12.8 per cent); 28,717 (11.6 per cent) are in the fourth grade; 22,914 (9.3 per cent) in the fifth grade; 17,384 (7.1 per cent) in the sixth grade; and 14,791 (6 per cent) in the seventh grade. Numbers steadily decrease with the ascending grades, and two-thirds of the total enrollment of colored children is found in the first three grades.

Commercial Courses Adapted to Students' Needs

A try-out commercial course may be taken by students in the seventh grade of junior high schools in Baltimore. If desired, commercial subjects may be continued through the eighth, ninth, and tenth grades. Each year's work is arranged as a definite unit, complete in itself, and it is so planned that it will meet the requirements of business positions to which the student's age will admit him.



A City's History Scientifically Recorded

Work on a history of Chicago which, it is expected, will be the most distinctive work on history ever undertaken by an American city, has been inaugurated by the University of Chicago. The task has been entrusted to Dr. Bessie Pierce (University of Iowa), an authority on historical matters, who, as associate professor of history, will devote the next five years to recording and synthesizing every phase of the city's growth. Latest historical methods will be used, and social and psychological approaches will receive equal weight with political and economic analyses.



Student Contribution to Education Magazine

A series of color plates, the work of high-school pupils of Minnesota, provided appropriate and attractive cover-page pictures this year for the Minnesota Journal of Education, published by the Minnesota Education Association.

Selection of the pictures was made by a committee of two, representing the University of Minnesota and St. Paul Institute, from annuals entered in the All-American contest of the School of Journalism of the university. Pictures used presented an example of futurism in art; an Indian craft design; a traditional arts design; a skyscraper theme; and a typical winter scene, and other appropriate subjects.

The plan not only supplied a different cover-page illustration for each month, attractive and virile, but the influence of such recognition of the art work of high-school pupils will no doubt stimulate throughout the State the study of art.

New Books in Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

ALEXANDER, THOMAS and PARKER, BERYL.

The new education in the German Republic. New York, The John Day company [1929] xxviii, 387 p. diagrs. 8°.

As an introduction to their study of present-day, or new education in the young German Republic, the authors present a picture of pre-war conditions before discussing social and school reforms and the reorganized school system. The story of the changes in old institutions is handled with a sympathetic and friendly attitude by the authors who have spent much time in Germany. The youth movement, the hostels for youth, school journeys, etc., as well as the school country home (the Schullandheim movement) and other unique activities in the school system are described. For comparative purposes the study of elementary and secondary schools and their curricula, will be noted with interest; description of folk colleges, and trends similar to those in this country, viz, coeducation, vocational education, religious instruction, training for citizenship, the new teacher and his training, etc., will be found useful. The authors believe that Germany is slowly achieving social democracy in government and education and that a new concept of nationalism has arisen "as the lode star of the German Republic."

INSKEEP, ANNIE DOLMAN. Child adjustment in relation to growth and development. New York, London, D. Appleton and company [1930] xiv, 427 p. illus., tables, diagrs. 12°.

The author, who is a child psychologist connected with the Berkeley, Calif., public schools, writes of the need for understanding all children, particularly the maladjusted child, and how to fit them into school life as far as possible by the aid of mental hygiene. The fundamental task of the study has been to find out how the child's body, mind, and emotions differ from the adult's; how they develop into the adult stage; and how they should be cared for during the school age. The author has studied the "marplot" from both the physiological and the psychological aspect, and suggests remedial measures for unhealthy mental states, for the fears and inhibitions that children possess, inferiority complexes, the gang age, adolescence, etc.

LANG, ALBERT R. Modern methods in written examinations. Boston, New York [etc.] Houghton Mifflin company [1930] xx, 313 p. tables, diagr. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley. . . .)

Doubtless one of the most significant movements in teaching procedure in the last 25 years has been the creation and the development of standardized tests and scales. Modern methods to test the school progress of pupils are vastly different from the old-time written or essay examination. The new-type examinations have received a great amount of attention from school men. The author of this book has presented a study indicating how the classroom teacher may construct, evaluate, score, and use these new-type examinations which seem to awaken interest in the pupils and add vitality to schoolroom work. A comprehensive examination is included in the volume as an example of a combination examination and a means of checking up on the

matter of the subject. The examination given is upon the subject of modern methods in written examinations.

MACDONALD, MARION E. Practical statistics for teachers. New York, The Macmillan company, 1930. ix, 176 p. diagrs. tables. 4°.

This is a work book for teachers, and also introduces the teacher to the principles and technique of statistics that are necessary in the solution of educational problems. The methods of measurement, the invention of new methods, and the application of the methods, are all of importance to teachers. A knowledge of statistics has made possible such measures as mental age, educational age, the accomplishment quotient, etc. The author has brought to the preparation of the study training in the theory of statistics and in educational psychology, and presents many problems and suggestions which will be useful to teachers in the way of preparing tabulations, graphs, tendencies, variability, correlation, etc., as well as giving a glossary, with abbreviations, formulae, etc.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Ninth yearbook. The principal and administration: Good administration precedes good supervision. Bulletin, vol. IX, no. 3, April, 1930. p. 132-729. 8°. (Address: National education association, 1201 Sixteenth Street NW., Washington, D. C.)

The subject chosen for the 1930 yearbook of the department of elementary school principals is the administrative work of the principal; the 1931 yearbook will deal with the supervisory work of the principal, following the first subject logically. The work of the principal in administering a progressive school is conceded to be his first and most important function. The work of supervision of a progressive school is an almost equally important function, neither being complete without the other. The various chapters composing the study have been prepared by eminent educators upon the general themes: The philosophy in good administration; and, The practice of good administration. The value of this volume to the large class of forward-thinking principals is apparent, as the current problems in administration have been discussed by those who have had wide experience with the work.

PRESCOTT, DANIEL ALFRED. Education and international relations. A study of the social forces that determine the influence of education. Cambridge, Harvard university press, 1930. ix, 168 p. 8°. (Harvard studies in education, published under the direction of the Graduate school of education, volume 14.)

The author has had a background of experience in the European War, and an extended study of conditions abroad since the war in travel and study and research into international problems, and has brought to this study all of the knowledge so gained. The opportunity for this study was given him by the Bureau of international research at Harvard under a grant from the Laura Spelman Rockefeller Memo-

rial. The survey of international conditions was made mostly at the elementary and secondary school level, and involved research not so much into courses of study and textbooks as a study of social psychology and the "spirit" of the schools. He discusses many subjects of international interest, and makes the significant suggestion that schools everywhere should bring their pupils to "a realization of what science is doing to make the world an interdependent community that must choose between law with international cooperation and anarchy with self-destruction."

SURVEY OF COLLEGE ENTRANCE CREDITS AND COLLEGE COURSES IN MUSIC. Prepared by the Research council of the Music supervisors' national conference in cooperation with the National bureau for the advancement of music. New York city, National bureau for the advancement of music [1930] x, 209 p. tables, diagrs. 8°.

This study of college entrance credits and college courses in music by the two organizations most interested in the subject is one that offers a real contribution to much needed information in the field. The section of the survey devoted to the attitude of colleges toward music sets forth the practices of 50 leading privately supported colleges and 50 leading state-supported colleges. The entrance credits in music are tabulated by States, and the courses in the various colleges are so tabulated. A summarized statement from each of the colleges surveyed is also presented. The Carnegie Foundation has made available the finances for printing the study so that colleges and universities and school systems may benefit by receiving copies gratis.

WAPLES, DOUGLAS and TYLER, RALPH W. Research methods and teachers' problems. A manual for systematic studies of classroom procedure. New York, The Macmillan company, 1930. xxiii, 653 p. tables. diagrs. 12°. (The modern teachers' series, edited by William C. Bagley.)

The purpose of this study is to bring together material that will facilitate systematic studies of teachers' classroom problems, such studies as will be useful to supervisors in solving problems of a particular school or class. Dependable methods of work which may be applied to different situations are important to the success of the teacher's work in the classroom, according to the authors. The study will, it is hoped, help in developing a real science of education, by adapting research procedures to classroom problems. Selected bibliographies are given at chapter ends.

WILLIAMS, JESSE FEIRING, and HUGHES, WILLIAM LEONARD. Athletics in education. Philadelphia and London, W. B. Saunders company, 1930. 414 p. tables, diagrs. (part-fold.) 12°.

Educators are interested in athletics and the conducting of athletics, either from the viewpoint of the executive in the harassing problems that grow out of athletics, or as teacher, coach, or director from his viewpoint of the question. The especial emphasis of this study is upon the educational outcomes and the possibilities of athletics if properly conducted. The whole problem of athletics in all of its aspects has been dealt with; the first part of the book discusses in a general way the present status of the athletic situation as existing in institutions; the remaining sections suggest how to conduct athletics in a practical way so as to assist educators in forming and executing a successful program of athletics.

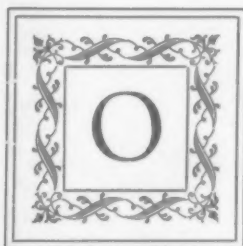
AMERICA'S AIM IN PATRIOTISM

THE SCHOOLS should foster patriotism, to be sure, but not that kind which breeds prejudices and hatred toward foreigners. If that were the aim, all the teacher would have to do would be to encourage ignorance and the reviling of everything not American. The kind of patriotism that is in need of cultivation is that which while inspiring the children with love of their country and its institutions above everything, carries their sympathies beyond the barriers of territory, race, and language, and makes them feel that all nations are part of a great whole which is civilization, and that every American must do his part toward making his own nation a strong contributor to the best forces of the whole.

From
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America's Aim in Education



OUR objective is not simply to overcome illiteracy. The Nation has marched far beyond that. The more complex the problems of the Nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and as our life expands with science and invention, we must discover more and more leaders for every walk of life. We can not hope to succeed in directing this increasingly complex civilization unless we can draw all the talent of leadership from the whole people.

HERBERT HOOVER



